

Montana Instructional Alignment Grade Level: Kindergarten		
Content Standards		
Communication Arts Content Standard 1 Speaking and Listening —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
1.1	<p>A. Speaker – Identify the person who is talking as the speaker and describe him/her</p> <p>B. Listener – Identify the person addressed by the speaker as the listener and describe him/her.</p> <p>C. Message – Identify the subject of the talk as the message</p> <p>D. Feedback – Identify the verbal and nonverbal response of the listener as feedback</p>	Speaker, listener
1.2	<p>A. Use the “appropriate voice” volume for the situation</p> <p>B. Be aware of personal space and practice using the appropriate space for the situation.</p> <p>C. Be aware of facial expressions and what they communicate.</p>	Volume, personal space, facial expressions
1.3	<p>A. Use eye contact when listening</p> <p>B. Be aware of the signs of being attentive</p>	Eye contact
1.4	<p>A. Select topics about familiar people, places, things and events with guidance</p> <p>B. Organize by categorizing (with guidance)</p>	Categorizing

1.5	A. Adapt communication to audience – peers and adults B. Adapt communication to setting – classmates C. Adapt communication to purpose - share	
1.6	A. Use turn taking feedback when speaking B. Repeat information to check listening accuracy	Turn taking
1.7	A. Listen to oral traditional stories from a variety of different cultures, including Montana American Indians B. Share the storytelling traditions from students' families C. Tell a story from their family	Traditional stories, storytelling
1.8	A. Practice respectful behavior including looking at the audience when speaking. B. Practice respectful behavior when listening including visually tracking the speaker.	Visual tracking

Communication Arts Content Standard 2 Reading— Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Benchmark	Essential Learning Expectations	Essential Vocabulary
2.1	<p>A. Demonstrate phonemic awareness skills by hearing and orally manipulating sounds</p> <ul style="list-style-type: none"> • Phonemic isolation • Phonemic identification • Phonemic blending • Phonemic segmentation • Phonemic addition, deletion/substitution <p>B. Demonstrate concepts of print</p> <ul style="list-style-type: none"> • One-to-one correspondence • Left to right • Front to back • Top to bottom • Tracking <p>C. Identify and make oral rhymes D. Identify upper and lower case letters E. Identify letter/sound correspondence F. Demonstrate letter sound blending G. Uses common consonants with short vowels to decode three and four letter words</p>	Uppercase, lowercase, blending, segmenting, beginning, middle, end, letter, sound, consonant, vowel, decode
2.2	A. Read basic sight word list (of 25 words)	Sight words
2.3	<p>A. Use sight words correctly in oral sentences</p> <p>B. Use content area words correctly in oral sentences</p>	Sentence



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2.4	A. Use picture clues to aid in story comprehension B. Read decodable text (cvc) and recall details	Text, picture clue
2.5	A. Listen to read alouds (fiction and nonfiction, traditional literature to include Montana American Indian stories) B. Build background knowledge through concrete experiences and exposure to text	American Indian
2.6	A. Make predictions about stories using cover and book illustrations B. Make predictions during read alouds	Predict, illustration
2.7	A. Demonstrate ability to ask questions B. Generate questions based on illustrations during read alouds	Statement, question
2.8	A. Know first and last event in a read aloud B. Make mental images of the events in a story	
2.9	A. Make mental images about what a story is about B. Develop an understanding that some parts of the story are more important than others C. Identify a simple topic	
2.10	A. Activate prior knowledge related to text B. Make connections from self to text C. Make inferences based on illustrations and prior knowledge	

2.11	<p>A. Demonstrate concepts of print</p> <ul style="list-style-type: none"> • Cover • Back of book • Illustrations • Top and bottom • Photograph • Title • Tracking (left to right) <p>B. Use cover, title, illustrations and photographs to enhance comprehension</p>	Title, tracking, photograph
2.12	<p>A. demonstrate an understanding of real and make believe</p> <p>B. identify a story as real or make believe</p> <p>C. recall some events of the story</p>	Real, make believe
2.13	<p>A. identify characters in a story</p> <p>B. understand similarities and differences in characters</p> <p>C. compare similarities and differences of two characters</p>	Character, culture, same, different, compare
2.14	<p>A. listen to and participate in discussions about a variety of culturally diverse texts including those by and about Montana American Indians</p>	
2.15	<p>A. State that practice improves performance</p> <p>B. Demonstrate an understanding that practice increases reading proficiency</p>	Fluency

Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
3.1	A. Define character B. Identify main characters in a read-aloud C. Identify beginning, middle, and ending events in a read-aloud	Main characters, beginning, middle, end
3.2	A. Define feeling words and phrases B. Identify feeling words and phrases within text, including illustrations	Feelings, happy, sad, mad, afraid/scary, excited, illustrations
3.3	A. Listen to read-alouds including those of Montana American Indians and other multicultural literature B. Define real and make-believe C. Recognize if events are real or make-believe	Real, make-believe/fantasy
3.4	A. Listen to and discuss culturally diverse stories including those of Montana American Indians B. Look at and discuss illustrations	Different, culture, American Indians, Montana
3.5	A. Listen to read-alouds including those of Montana American Indians, and identify similarities or differences between personal experiences and the text	Same, different, personal
3.6	A. Listen to a variety of literature and discuss personal response (e.g., feelings) to the text, including illustrations	

Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
4.1	A. View examples of media messages B. Identify the creators of the media messages	
4.2	A. Name author and illustrator of a book	
4.3	A. Locate examples of facts in various media messages B. Locate examples of fiction in various media messages C. Recognize opinion in various media messages	
4.4	A. Understand that there are rules for media message use and creation	
4.5	A. Recognize consequences to self when using any media message	
4.6	A. Create media messages	
4.7	A. Benchmark addressed in grade 3	

Standard: Communication Arts Content Standard 5 Writing — Students will write to communicate effectively for a variety of purposes and audiences.

Benchmark	Essential Learning Expectations	Essential Vocabulary
5.1	A. Plan written works by drawing, dictating, and/or writing B. Draft written works by drawing, dictating, and/or writing to create opinion/argument, informative/explanatory and narrative/creative texts C. Publish written works by drawing, dictating, and/or writing	
5.2	A. Generate ideas through group discussion B. Generate ideas independently	
5.3	A. Generate supporting details for topics through pictures, words, and group discussion	
5.4	A. Understand that writing is organized on one topic B. Organize ideas on one topic C. Tell about events in the order in which they occurred	
5.5	A. Recognize language choice in writing through read-alouds B. Use a variety of descriptive words and images in drawing, writing, and telling	

5.6	<p>A. Use manuscript to write upper and lowercase letters and words</p> <p>B. Use capital letters to begin sentences and proper nouns</p> <p>C. Demonstrate knowledge of left-right and up-down directionality of writing and spacing</p> <p>D. Represent one or more sounds in a word with one or more letters</p> <p>E. Recognize and name end punctuation.</p> <p>F. Spell simple words phonetically</p>	
5.7	<p>A. Recognize that writers compose for a purpose</p> <p>B. Recognize that writers compose for a particular audience</p> <p>C. Recognize that writing can take many formats</p>	
5.8	<p>A. Use language experience approach to create texts</p> <p>B. Write, draw, or dictate opinion/argument, informative/explanatory and narrative/creative writing</p>	
5.9	<p>A. Write, draw, dictate maintaining focus on a single idea</p>	

5.10	A. Pose questions with guidance B. Recognize the problem or task with guidance C. Discuss steps needed to solve the problem or task with guidance D. Discuss possible resources E. Choose resources from a limited selection with guidance F. Write (with guidance) a shared research project	
5.11	A. Understand that ideas come from a variety of sources and people, including themselves B. Differentiate between their own ideas and others' ideas C. Understand that authors, artists, and composers create products	
5.12	A. Use guided goal-setting activities B. Recognize writing accomplishments	
5.13	A. Recognize ways writing/drawing/dictating can represent information	